

## DRAMA AS AN INITIATOR OF SPEECH

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### Abstract

Teaching English as a second language to the students from rural background is a tough task. Researches end with a point that they lack motivation and the platform of language performance. This paper, entitled “Drama as an Initiator of Speech”, is about the use of drama as a tool or pedagogy to make the students speak in English, the second language that they learn from their kindergarten. This paper is an action research carried out by the researcher and it was a success on his part and among the students.

### Introduction

Language teaching methods, sometimes called as approaches or as techniques, are abundant with us. Every distinct method claim itself as the best way in catering to the need of the students. Every new method has a theory behind it to claim its distinction and its edge over the other. One subjective observation by the researcher is that, ranging from grammar translation method until the modern approaches of English language teaching, literature is been thrust in to them at some part of the time. The role of literature may vary from methodology to methodology but its presence is very much there in every method. Literature, in some methodologies, act as the culmination of a teaching methodology. This paper is based on an action research, which the researcher carried out for his UGC Minor Research Project.

Drama is a special and unique genre in literature. It is not a closet literature, to be read and place in the cupboard but it is a literature of performance and action. Even a reader, while reading a drama, does not read as he does a fiction or poetry; he splits his personality into the characters and voice what he reads with different tones and voices intra-personally. If intrapersonal communication, an inward communication that happens with the lips tightly locked, is a result of a single reader and reading a drama, then imagine the result of many readers reading a text aloud interpersonally!

Students and many learners face many roadblocks today when it comes to speech. It would be a cliché and redundancy to talk about those blocks and deficiencies at present. Experts view and one of the best views to improve one’s speaking is to make them speak. Initiating a learner’s speech is a difficult task for a teacher. The rest of this paper would discuss three levels of activities (called as speech initiators), based on drama and dialogues to make the students initiate their speech.

### Primary Level

The first activity is meant for the primary stage. A primary stage is a stage wherein a child starts babbling syllables. Similar tests could be handled in a class to elicit speech from words in specific, from language learners. This activity could be called as *Imaginary Images*. The procedure, the classroom happenings, of this activity is as follows:

- 1) The students are asked to keep away their notebooks (what a pleasant a deed for the modern students!) and they are asked to rest their heads on the tables with their faces down. They should close their eyes.
- 2) The students are asked to imagine their favourite colour.
- 3) Then they are asked to imagine their favourite food.
- 4) Then they are asked to imagine their favourite smell.
- 5) Then they are asked to imagine their favourite motorcycle.
- 6) After fixing or thinking of these images the students are asked, by the teacher, to sit straight.
- 7) The teacher could ask individual students about what colour, food, smell, or motorcycle they imagined.
- 8) The students would let out words as answers.

This drama of the teacher would elicit words from students without any difficulty. Students would answer confidently and they will be motivated before others when they find their answers to be accepted and acknowledged.

### Secondary Level

In the secondary stage, the students or the learners are expected to advance themselves into a higher level of language production. Since the primary activity initiated the students to articulate words, the secondary level activity is to initiate sentences.

The procedure of this activity is as follows:

- 1) A student is called to the stage and he or she is asked to mime an action of their wish.
- 2) The audience, student participants, are asked to explain what the actor (language learner) performs in the stage.
- 3) The result would be in the form of phrases, which could be transformed into full sentence by the teacher at the initial stages and this would make the students form their own sentences, though it might be simple in nature.

### Tertiary Level

The final step in language teaching is to make the students perform, write or speak without any inhibitions. The tertiary level activity has this as its objective: to make the students create their own speech sentences, without roadblocks.

The procedure of this activity is as follows:

- 1) The teacher could provide the student learners an interesting opening sentences like, “*It was pitch dark and the dog howled*”
- 2) The teacher can ask the question “*why did it howl? And what happened next?*”
- 3) When a student responds the same question could be repeated by the teacher.
- 4) This could be continued with certain care by the teacher till the story reaches a conclusion.

This activity would be fun oriented and this would encourage students to be spontaneous in their responses.

### **Conclusion**

The above systematic way of initiating a speech has found good results among the students, it is been tested by the paper presenter. The students took these activities naturally, their language production was natural, and they enjoyed speaking without fear.

### **Bibliography**

Nil